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ABSTRACT

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to aid the dropout and/or hard-core unemployed youth develop skills in clothing and interior decorating. The approach focuses on the individual and the goals he desires to accomplish. During the first interview, the instructor attempts to determine the student's concerns, motives, and feelings so that a program can be planned around these factors. To provide positive reinforcement and minimize frustration, content is broken down into small instructional units in the areas of management, interior decorating, wardrobe planning, clothing construction, fabric care, and job opportunities. An annotated bibliography of books, pamphlets, and audiovisual aids is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivational devices, and two case studies are appended. Related documents are available as VT 011 518-VT 011 533 in this issue. (SB)

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HOMEMAKING (clothing and interior decorating)

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

HOMEMAKING (clothing and interior decorating).

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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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Table of Contents

HOMEMAKING

(clothing and interior decorating)

	Page
Statement of Objectives	1
Attainment of Objectives	5
List of Instructional Topics	14
Annotated Bibliography	20
Appendix A	
Brief Descriptions of Work Opportunity Center Instructional Areas	A-1
Appendix B	
Techniques, Materials, and Motivational Devices. .	B-1
Appendix C	
Case Studies	C-1

STATEMENT OF OBJECTIVES

To develop in each student:

1. The skills and knowledge of management that will prepare him for the responsibilities of grown-up living.

2. A working knowledge of the fundamental principles of interior design and decoration.

3. The knowledge and skills involved in planning and selecting an adequate wardrobe.

4. The knowledge and skill necessary to perform the operations involved in selecting patterns, clothing construction, and clothing alteration.

5. The ability to care for personal and household fabrics.

6. An understanding of the occupational opportunities in the fields of clothing and interior design.

OBJECTIVE 1

To develop in each student the skills and knowledge of management that will prepare him for the responsibilities of grown-up living.

A student achieving this objective will:

1. Realize that the acceptance of responsibility for home duties will contribute to good family relationships.
2. Realize that good management is necessary in all areas of living.
3. Understand work simplification as a means of increasing efficiency.
4. Recognize the importance of proper storage and acquire the ability to apply storage principles.
5. Know and apply the principles of personal and family financial planning.

OBJECTIVE 2

To develop in each student a working knowledge of the fundamental principles of interior design and decoration.

A student achieving this objective will:

1. Have a knowledge of the elements of art and be able to apply this knowledge in conjunction with principles of design in planning and furnishing a home.
2. Recognize furniture styles and be able to assemble and arrange a variety of pieces to make a pleasing room.
3. Acquire the knowledge necessary to become an intelligent buyer of furniture, household textiles, and appliances.
4. Possess the knowledge and skills necessary to plan and construct curtains, drapes, and slip covers for the home.

OBJECTIVE 3

To develop in each student the knowledge and skills involved in planning and selecting an adequate wardrobe.

A student achieving this objective will:

1. Understand the effect of clothing on self-concept and behavior.
2. Develop the ability to choose an adequate wardrobe at different levels of income.
3. Acquire some knowledge of line, color, and style useful in clothing construction.
4. Be able to decide whether to make or buy a garment.
5. Gain an understanding of textiles and be aware of new fibers and finishes.

OBJECTIVE 4

To develop in each student the knowledge and skill necessary to perform the operations involved in selecting patterns, clothing construction, and clothing alteration.

A student achieving this objective will:

1. Recognize that sewing garments can bring personal satisfaction and may be creative and of commercial value.
2. Develop skill in the use and care of the sewing machine.
3. Acquire management skills in the use and storage of materials and equipment.
4. Acquire the ability to handle fabrics properly.
5. Know how to select the correct figure type and size pattern.
6. Gain some degree of skill in garment construction and be able to recognize good garment construction.
7. Develop knowledge and skill in the alteration of ready made garments.

OBJECTIVE 5

To develop in each student the ability to care for personal and household fabrics.

A student achieving this objective will:

1. Have a knowledge of various cleaning agents.
2. Be able to determine methods of laundering or cleaning common fabrics.
3. Know and be able to apply the principles of stain removal.

OBJECTIVE 6

To develop in each student an understanding of the occupational opportunities in the fields of clothing and interior design.

A student achieving this objective will:

1. Have a knowledge of job opportunities, employee benefits, and advancement possibilities in these fields.
2. Be familiar with the tasks that are performed by workers in these fields.
3. Become acquainted with the techniques of applying for a job.
4. Be aware of employers requirements and expectations.

ATTAINMENT OF OBJECTIVES

A student who comes to our school usually comes from a school situation where he or she has had many anxieties, little or no interest in school work, low grades, and a poor attendance record. This information and more is usually volunteered the first day a student enters when the student and instructor have an informal talk. At this time, and during other visits, the instructor attempts to learn about some of the concerns, motives, and feelings of the student. Through the use of judicious questions the instructor functions as a concerned listener showing no response of shock or criticism at what she hears. Immediate and long range goals of the student and the advantages the school has to offer are discussed and the instructor helps the student make her plans. Care must be taken to insure that decisions are made by the student.

When time permits she is taken through the sewing room, introduced to the other students and given sewing equipment and a tote box. A student may then show her where other equipment is kept. The student is asked to fill out a short information sheet. Students are usually relaxed when they leave at the end of the first day.

The second day is usually spent familiarizing the student with our sewing machines. Most students have had some experience with a sewing machine so they are quite likely to be successful with our newer models. At this point the student may make a tote bag using the decorative stitches for the design motif or she may bring in a garment she has made to show her level of competence. She then plans a project with the help of the instructor. Ordinarily, clothing units in schools are developed in a chronological sequence including wardrobe planning, line, color, textiles,

pattern selection and construction. However, it has been found more effective with our students to begin the clothing work with an activity that interests the student. Once the student is motivated she is worked with on an individual basis. Figure type, pattern size, and popular materials are discussed. Swatches of colored materials are tried against the face. After measurements are taken the student is ready to buy her pattern and material. The construction processes follow with a period, or part of a period, spent in the study of wardrobe planning, lines, color, textiles, buying of ready-to-wear, and care of clothes. These units are usually introduced using slides, transparencies,or films to add variety. However, the important thing to the student is the completion of a wearable garment.

To develop feelings of responsibility, purpose, and confidence, each student has a folder in which she briefly describes her accomplishments each day and her plans for the next. The instructor, in checking them over, learns what illustrative material and equipment should be made available for the next day.

One means of maintaining interest in clothing classes is through the use of a polaroid camera. Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of material are mounted on an accordian-pleated posterboard. This tells a picture story of the students progress and may be displayed in an upright position or stored flat. Students stop frequently to look at their progress and also the progress of others. They get great pleasure out of bringing in their friends to show them what they have accomplished.

Other devices that have increased student interest are displays of completed garments and bulletin boards depicting timely ideas in clothing.

Independent study is encouraged by a large flip chart with mounted construction processes.

Many girls who come to us have not had the chance to plan or participate in a style show in their high school. About the time of the style show their garments would still be unfinished and they stayed at home rather than face the teacher. To give our girls the pleasure and experience of participating, a style show was planned by the clothing department. The responsibility was given to two girls as co-chairmen in charge of general arrangements. Before long, several departments were involved. The art department designed and produced the scenery, the graphic arts department printed tickets and programs, the English department assisted the girls in writing their garment descriptions and the commentators their talks. The dry cleaning department gave garments a professional pressing and the personal improvement department trained the girls to walk as models. A men's shop loaned sport outfits and dress suits for three young men who escorted the girls. A student musical group was formed to play before and after the show, and this enabled more students to participate. A pattern company loaned garments and a professional commentator was on hand.

The mistress of ceremonies was a student and most of the commentary was done by students. The poise and flexibility they exhibited in handling their parts was a credit to them. Though the girls modeling said they were nervous they went through their paces with all the stage presence imaginable. With about two hundred enthusiastic friends, parents, and staff members as spectators, the style show was a success.

To the girls it was more than a success because it revealed to them they were capable of doing some things they considered impossible. Their pleasure was evident in their smiles. Their feelings of self-confidence

and self-worth was revealed in their relationship to staff members and fellow students. Their comments could be summed up in the one sentence, "It was fun, I didn't know I could do it."

In working with these students a comfortable feeling must exist between student and instructor before much learning can take place. The instructor in an effort to establish this relationship, seeks out any positive behavior and praises the student for it. The student is encouraged to set short term goals that can be accomplished successfully to bolster his ego and encourage him to try further projects.

New material must be tailored to what the student wants to learn which does not always coincide with what the instructor considers his needs. However, after a time, students frequently see a need for things they previously had no desire for.

The interesting aspect of working with these students is the surprise element. The instructor must be flexible as she never knows exactly what she will be teaching that day. To cite an example: one student was to hem a garment but came that day with a perplexing problem. Her family was moving to a home that showed signs of moths and silver fish and she wondered what could be done to get rid of them. Instead of working on the hem we spent the time looking up materials and methods useful in ridding a house of insects.

For those working toward high school credit a chart with the required work is posted and as a girl completes a unit she crosses out that square. She can tell at a glance how she is progressing. Since she probably started at a different date than others, there is no feeling of competition, just an indication of her progress.

Upon completion of a specified amount of work, credit toward graduation

may be recommended to the student's former high school.

To recognize work completed the student receives an Award of Merit. This is an impressive looking certificate embossed with the school seal and mounted on a colorful background. Advanced certificates are awarded as the student progresses. The students are proud of these Awards of Merit. For some this is their first concrete evidence of success in school.

The comment made by one of the tailoring students illustrates this point. "My mother is saving my Award of Merit to hang on the wall in our new house. Now she will have to put it next to the certificate I got in the 6th grade for being a member of the school patrol. She loves to show me off."

As a result of a request by several young men in dry cleaning, a class was started in basic tailoring. They wanted to learn skills that would enable them to work as a tailor's assistant or alteration man in a dry cleaning plant.

The course began with operation of the sewing machine because of their interest in machines. Then, sewing projects of a masculine character and projects of progressive difficulty were completed. The first project, a work apron of heavy demim to wear when they worked on their cars, was tackled with enthusiasm. The apron was followed by a laundry bag, a stadium cushion, and then a shirt.

As they acquired sewing skills they became more aware of style and construction and realized they could now have what they wanted in clothes. To express this creative urge one student put a flap pocket on the sleeve of his shirt. Another used contrasting decorative machine stitching and bound button hole pockets. A third student designed a wing collar and side fastening.

More complicated projects followed, such as pajamas and Western suits. As a student became qualified he would mend, sew on buttons, or make common alterations for the dry cleaning department.

With this group any suggestion of competition had to be de-emphasized as they knew to the stitch where each one was on his project. If an absence put a student behind he would come early the next day to catch up.

One of the gratifying results of this class was not so much the new skills learned but the apparent change in attitude of the students. During the first few weeks attempts were made to avoid clean-up. Gradually the atmosphere changed. The students became more relaxed and would hum or sing while sewing and some even volunteered to sweep when it was not their turn. The instructor attributes this change to a lack of non-functional rules. There was nothing for them to rebel against. They were asked to treat the equipment with respect but other than that they were free to come or stay away as they pleased. This approach resulted in their staying and working longer than scheduled. Earning an Award of Merit was especially important to them. One copy was mounted in the classroom and they received a copy to take home. Again, for some, this was the first school success they had ever experienced.

Some of these students were slow learners. The instructor found that in working with the slow learner or the disabled reader, directions must be verbalized. Simplified directions were typed and duplicated. The instructor then went over the instruction sheet with the student, reading aloud and pointing out each step. The student was then allowed to demonstrate his understanding. As each step was accomplished it was checked off and the next step discussed or demonstrated. This method minimized the student's handicaps and helped build his confidence.

Disabled readers should not be underestimated in their ability to learn non-verbal skills. One young man with reading problems had to bring a letter from his girlfriend for me to read to him - yet he progressed from simple sewing to making shirts, a Bonanza suit, beach jacket, and swim shorts. His enthusiasm and interest was so great he purchased a portable sewing machine so he could sew at home and do alterations for remuneration.

The approach for the student taking interior decorating is much the same as in clothing. Possible content and opportunities for gainful employment are discussed and, after discussing the interests and needs of the student, a course of study is mapped out.

In most cases the student expresses a desire for knowledge and skills she can use in her present or future home.

Materials are made available and opportunities are provided for her to try out her ideas. Practical knowledge and skills that fulfill the student's needs are stressed.

Displays of steps in the construction of curtains, lined drapes, and cushions are available for the students use. Being able to handle and inspect the item in various stages of construction serves a two-fold purpose. The student learns to observe construction and how it can be duplicated and also learns how the article should look when finished. Confidence in slip-covering and simple upholstry is accomplished by allowing the student to bring in a chair to work on in the classroom.

The effectiveness of this approach is indicated by the following example. One girl applied an antique finish to an old desk and chair for our sewing room. The result was so satisfying to her she brought her mother in to see her handiwork. The outcome was that she and her mother antiqued the woodwork in their living room to match the wall color.

Other projects useful in the home have been the making of curtains and lined drapes. Corded slipcovers for a day-bed, pillows for a living room, furniture arrangements, and color schemes for rooms have been made also.

Slides, films, transparencies, and field trips to furniture departments and fabric stores broaden student interest and knowledge.

Poor attendance patterns have usually been established long before a student enters WOC. Several techniques have been used in an attempt to effect a positive change in these patterns.

Student participation in planning the next days work puts the responsibility for attending on the student and helps in the attainment of short-term goals. For those students who have expressed long-term goals a contract between the student and instructor specifying the work to be completed has proved effective in some cases.

A reward in the form of a coupon given for each module of attendance has been successful. Coupons have a value of ten cents and may be redeemed for dry cleaning, lunches in the cafeteria, or automobile service.

A suggestion to the student to "Please call if you are going to be absent so I can change my plans for the day," works with some students. They attend rather than having to call and provide an excuse.

One of the most effective methods of improving a students attendance is to show sincere interest in him and use his name whenever you speak to him.

An outstanding example of this was indicated when a student interested in tailoring was introduced to me by the counselor. After a short visit he was taken to meet other instructors. When I met him by chance at noon, I said "Well, how are things going, Paul?" He looked surprised and smiled.

That afternoon as I was leaving I met him outside of school waiting for a ride. After a few words about the weather we parted with "I'll see you on Monday, Paul. I'm looking forward to having you in class." This student lived only a block from his high school, but he had established a pattern of truancy. In spite of the fact he was working from 7:00 to 11:00 p.m. as a bus boy, he established an excellent record of attendance and accomplishment at WOC and he never failed to call if he was going to be absent.

Working with these students is rewarding and at times discouraging but never uninteresting. Each student responds differently so that no one "best" approach or technique can be used.

INSTRUCTIONAL TOPICS

MANAGEMENT

1. Management in personal and family living.
    a. Defining worthwhile goals
    b. Responsibilities of family members
2. Management of time, money, and energy.
    a. Simplification of work patterns
    b. Building a spending plan
    c. Use of credit, interest, installment buying
    d. Unfair business practices
    e. Good storage practices

INTERIOR DECORATING

1. The effect on the individual of a comfortable and attractive home.
2. Curtains and drapes.
    a. Window types and parts
    b. Types of curtains and drapes
    c. How to plan for difficult windows
    d. Methods used in measuring and making curtains and drapes
3. Other household textiles.
    a. Fiber, weave, and finish of household textiles
    b. Textile fiber qualities
    c. Labels
    d. Where and when to shop
4. Art principles involved in assembling a home.
    a. Using art elements of design to create beauty (line, form, color, texture)
    b. Psychology, dimension, and classification of color

c. How to use color and color harmonies

d. Recognize and apply the principles of design in a room

(1) Proportion and balance

(2) Rhythm, emphasis, and harmony

e. How to plan the background of a home (walls, floors, ceilings)

5. Furniture styles.

a. Influence of past furniture styles

b. Present styling trends

c. Combining furniture styles

d. How to arrange furniture

e. How to draw a room and furniture to scale

f. Factors to consider when buying furniture

6. How to select and care for rugs and other floor coverings.

7. Selecting, framing, and hanging pictures.

8. Lamps - lighting needs and decoration.

9. Plants, flowers, and arrangements.

10. How to refinish furniture.

11. Measuring and slip covering furniture.

12. Proper care of a home as a means of saving money.

13. Safety precautions in the home.

WARDROBE PLANNING

1. Factors influencing choice of clothing.

a. The effect of clothes on self-concept and behavior

b. Background of fashion - fad vs. fashion

c. Activity, age, season, cost, and community

d. The effect of line and color in the selection of attractive clothing

e. The effect of pattern and texture on the figure

2. Grooming related to the total clothing picture.

    a. Daily basic grooming schedule

    b. Weekly basic grooming schedule

3. Developing a wardrobe plan.

    a. Determine need through inventory

    b. Determine clothing expenditures in relation to income and other needs

4. Buying clothing.

    a. How to be a good shopper

    b. How to do comparative shopping

    c. Consumer manners for more efficient shopping

    d. Labels and hang tags

    e. Buying sports wear and separates

    f. Buying dresses and coats

    g. How to buy sleepwear, lingerie, and foundation garments

    h. How to buy shoes

    i. How to buy hosiery

5. Enlarging wardrobe through basic dress and accessories.

    a. Accessories for style of dress and occasion

    b. Accessories for individual size and coloring

6. Choice of fabrics.

    a. Consumer protection - Textile Fiber Act

    b. Classification of textile fibers and their characteristics

    c. Recognizing common fibers

    d. Manufacturing processes

    e. Selecting fabrics to compliment pattern style

    f. Pre-shrinking

CLOTHING CONSTRUCTION

1. Factors conducive to efficient sewing.

    a. How to select sewing equipment

    b. Safety practices in sewing

    c. Identifying and understanding the function of sewing machine parts

    d. Care of the sewing machine

    e. How to select, store, and care for an electric iron and ironing board

    f. Use of sleeve board, collar board, tailor's ham, and pressing cloth

2. Selection and use of patterns.

    a. Measurements needed for pattern selection

    b. Pattern selection for figure type

    c. How to identify simple and difficult patterns

    d. Information found on outside of pattern

    e. Terms and symbols used on patterns

    f. Testing a pattern for size

    g. Common pattern alterations

    h. How to place pattern on material

3. Construction processes.

    a. Stay stitching

    b. Basting seams and darts

    c. Types of seams and their uses

        (1) plain seam and variations

        (2) flat felled seam

        (3) French seam

        (4) lap seam

        (5) slot seam

d. How to fit a garment

e. Press darts and seams using tailor's ham, collar board, pressing cloth

f. Test, prepare, and apply a fitted facing

g. Fit and apply a non-convertible collar

h. Fit and apply a convertible collar

i. Insert a zipper in a slot seam, concealed seam, or without a seam

j. Insert an invisible zipper

k. Make bound buttonholes and bound buttonhole pockets

l. Machine made buttonholes

m. Fit, cut, and insert sleeves

n. Hem finishes suitable for sleeves

o. Methods of making and covering belts, belt loops, and buttons

p. Methods of sewing on snaps, hooks, and buttons

q. Selecting and measuring hems

r. Factors to consider when working on stretch, napped, and permanent press materials

4. Common alterations.

a. How to alter a skirt hem

b. Methods of shortening and lengthening trousers

c. How to peg trousers

d. How to reset sleeves

e. How to make and repair hand worked buttonholes

f. Methods of mending tears and holes

FABRIC CARE

1. Protecting clothes and household fabrics through proper care and storage

2. Laundering today's fabrics.

   a. Interpreting sure care symbols on hang tags

   b. Laundering wash and wear

3. Family laundering.

   a. How to sort, pre-treat, and wash general home laundry

   b. Soaps, detergents, cleaning preparations suitable for family laundering

   c. How to remove common stains

   d. How to wash woolens

   e. How to launder sheer curtains

   f. How to press garments and household items

JOB OPPORTUNITIES

1. Kinds of jobs available in the fields of clothing and interior decoration.

2. Education, training, and personal qualifications needed for jobs in these fields.

3. Evaluation of self in regard to prospective job.

4. How to prepare a résumé.

5. Factors to consider in applying through agency or self.

6. The effect of appearance and manner of the applicant at time of interview.

7. Employer's technique with applicant - filling out application forms and letter writing.

8. Evaluation of job offer.

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Written in an interesting manner. Excellent diagrams and drawings. Valuable for reference.

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Reiff, Florence M. Steps in Home Living. Peoria: Charles A. Bennett Co., 1966.

Written especially for the slow learner. Simplified and easy to understand. Good for all areas of Home Economics.

Starks, Johnetta. Measure, Cut and Sew. New York: Holt, Rinehart, and Winston, 1966.

Good material on beginning to sew and operation of sewing machine. Found helpful in working with boys.

Wingate, Isabel B., Karen R. Gillespie, and Betty G. Addison. Know Your Merchandise. Chicago: McGraw-Hill Publishing Co., 1964.

Excellent resource material on textiles and buying of ready to wear. Laboratory Manual contains ideas for student activities.

_____, et al (eds.). McCalls Decorating Book. New York: Random House, 1964.

Illustrations beautifully done. The decors and color harmonies presented appeal to the 11th and 12th grades and young married.

PUBLICATIONS OF THE GOVERNMENT OR OTHER ORGANIZATIONS

Children's Spending, For Young Moderns, Managing the Family Income, Your Budget, Your Equipment Dollar, Your Guide for Teaching Money Management, Your Home Furnishing Dollar, Your Savings Investment Dollar, Your Shelter Dollar, Your Shopping Dollar.

Household Finance Corporation, Prudential Plaza, Chicago, Ill.

Fabric - Swatches & Fashion Trends. J.C. Penney Co., New York, N.Y.

How to Make Your Windows Beautiful, Kirsch Company, Sturgis, Mich. 1965.

Well illustrated. Written for the new homemaker.

How to Wash a Sweater, American Home Products Corp. Chicago, Ill.

Technique of washing untreated wool.

Let's Talk About Furniture Quality and Construction, Let's Talk About Furniture Styling, Let's Talk About Upholstry Fabrics.

Kroehler Manufacturing Company, Dept. P.F., 666 Lake Shore Drive, Chicago, Ill. 60611.

Moderns Make Money Behave. Institute of Life Insurance, 488 Madison Ave., New York, N.Y.

Seng Furniture Facts. Seng Company, 1450 Dayton St. Chicago, Ill.

Teacher Reference.

Threading & Identification of Parts, Singer Educational Dept. 30 Rockefeller Plaza, New York, N.Y. 10020.

Trends in Furnishing, J.C. Penney Co., Inc., 330 W. 34th St. New York, N.Y.

Zipper Reference File, Talon Educational Service, New York, N.Y.

Step by step directions for inserting zippers.

AUDIO-VISUAL MATERIALS

Films:

A More Attractive You, 29 minutes, color.

A step by step guide to good grooming for girls. Modern Talking Pictures Service.

Choosing a Rug or Carpet, 20 minutes, American Carpet Institute, 350 Fifth Ave., New York, N.Y., 10001.

Basic information on choice of a rug or carpet.

Color For Joy, 15 minutes, color. Associated Films, Inc. Allegheny & Delaware Ave., Allegheny County, Oakmount, Pa., 15139.

Home method of dying fabrics. Interesting and informative.

The Fabric Story, 20 minutes, color, Waverly Fabrics, F. Schumacher & Company, 60 W. 40th St., New York, N.Y.

Write directly to company. Shows transformation of a room through the use of color and pattern. Very well done.

What You Should Know Before You Buy a Home, 27 minutes, color.

Important things to consider in purchasing a home. United States Savings and Loan League.

Your Home As You Like It, 15 minutes, color.

Use of paint and glass in home decorating stressing personal approach. Pitsburg Plate Glass Co.

Filmstrips:

A New Look at Budgeting, Your Money's Worth in Shopping, Your World & Money.

Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Ill.

Buying of Bras and Girdles, filmstrip and record, The Lovable Company, 200 Madison Ave., New York, N.Y.

Presentation liked by students, entertaining and informative.

Color As You See It, Designed for You, How to Buy a Slip, How to Buy a Sweater, How to Buy Shoes, How to Select Fabrics for Garments, The Importance of Clothing Selection.

J.C. Penney Company, Inc. 330 W. 34th St., New York, N.Y. Consumer Education Series with teacher's guide and supplements for students. Helpful for independent study.

Focus on Family Wash, Our Modern Wash Day, Wash Day Wonders. Proctor and Gamble Education Dept., Cincinnati, Ohio.

Teen's Guide to Money Management, You Are Worth More Than You Think. National Thrift Committee, 212 W. Worken Drive, Chicago, Ill.

The Right Rooms for You. Seventeen, 320 Park Ave., New York, N.Y. 10022.

Series of rooms showing decorating possibilities.

The Well Dressed Teenager, McGraw-Hill, Teen Guide Series.

Printed Materials:

Home Economics Series. Minnesota Mining and Manufacturing Co., St. Paul, Minnesota.

Seven Decades of American Fashions From the Pages of Sears, Roebuck and Company Catalog. Public Relations Department, Sears, Roebuck and Company.

Both of the above entries consist of printed originals that may be used in the preparation of transparencies or duplicated and given to students.

Teacher Produced Materials:

Actual samples showing the steps in construction technique are especially valuable in the clothing area. The samples are made full size and mounted in such a way that they can be inspected and handled by the student. The current construction processes are then mounted on a large flip chart for reference.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

Student IM came into Home Economics from the dry cleaning area to learn simple alterations required in a dry cleaning establishment. He stated his goal was to own a dry cleaning shop by the time he is twenty years old (he is now seventeen). He has a tremendous amount of drive, is enthusiastic, cooperative, and dependable but has difficulty in reading printed material. Besides going to school, he works full-time washing dishes in a downtown hotel and is completely self-supporting.

Because some slow learners cannot understand a concept unless they are doing something with their hands, this student was instructed in the operation of the sewing machine through individual demonstrations. In a short time he mastered threading, adjusting, stitching, and care of the sewing machine. He became so proficient he volunteered help to other students. This gave him both pride and pleasure.

His mechanical aptitude enabled him to stitch straight, and the praise he received gave him confidence. He expressed his creative ability by designing and making an apron to be used in his work.

In working with him on an individual basis, it was found that verbal explanation was not effective. He had to be shown repeatedly. He stated that he is learning because the teacher can be with him constantly and show him what to do.

To develop a better understanding of things that were discussed, the student and instructor would write an information sheet. He would then type it and is keeping the sheets for reference.

He constantly sought and received praise for his accomplishments. He became so interested that he sometimes spent three hours a day in class.

In the six weeks that he was in the department, he learned to operate and care for the sewing machine, designed and sewed three work aprons, designed, purchased material for, and made a beach bag for his girl friend. He also selected and tested a shirt pattern for himself. The completed shirt showed very good workmanship.

Later he constructed a Bonanza shirt and slacks. Besides his sewing projects he has learned how to shorten trousers, sew on buttons, make buttonholes, and mend leather gloves.

Other students have brought in garments for him to repair. In one week he earned $5.00 for shortening several pairs of trousers and mending gloves. As a result of this, we talked about his finances and he took the first steps toward working out a personal budget.

Other discussions and comparative shopping trips resulted from a need to select and purchase Christmas gifts. He would bring in each gift and give his reasons for thinking it was a wise purchase.

Because he lived alone and was entirely responsible for his appearance it was important for him to learn the techniques of laundering and personal grooming.

In this endeavor he was allowed to bring in his laundry and use the department's washer and dryer. Under supervision he learned how to sort clothes, remove stains, and launder a family wash. He also learned how to press shirts and trousers and how to shine shoes. He was pleased when praised for his choice of colors and personal appearance.

In six weeks this student learned and accomplished a great deal. He achieved a positive feeling about himself. He saved his money and purchased

a sewing machine. He stated that should the occasion arise, he would be able to support himself by his salable skills in altering clothes.

Case Study #2

The seventeen year old young man in this study had been referred for psychological study a number of times beginning at age eight. He had experienced difficulties in school and was retarded several grades in achievement. He had a reading handicap and was reported as aggressive toward other children.

His home situation was and is very unsettled. The parents are divorced but are considering reconciliation. The socio-economic level of the family is low and they have moved eighteen times. He is an only child and lives with his mother whom he respects but considers to be over protective.

In junior and senior high his immature tendencies continued to be reflected in poor attendance and disruptive behavior. The eighth grade year was spent in a juvenile detention center. He later enrolled in a vocational school. While there he was disruptive, was caught stealing on several occasions, and finally expelled. He has been characterized as a person prone to peculiar reactions and almost unrestricted and psychopathic in his approach to dangerous situations.

When he came to WOC he was interested in tailoring and expressed a long range goal of becoming a designer in this field.

We began with the operation of the sewing machine on the first day. In four days he had learned to do basic operations and had completed a work apron. During those first few days he worked quietly. By the time he had completed the apron he was more relaxed and joked with his

fellow classmates. He even swept the floor without being asked. The praise he received did much to bolster his opinion of himself.

It should be noted that the material for the first two projects, a work apron and a laundry bag is supplied by the school. This allows the student to begin work immediately thus capitalizing on and holding his interest.

He rapidly completed several projects of increasing difficulty. His interest grew to the point where he would come in early some days to work on his garments. He developed a possessive attitude about the sewing room and the equipment and would stop his own sewing to help a new member. His clear explanation of the sewing machines operation was very helpful to the other student but of more value to him in that it showed he excelled in something. It also revealed to the instructor that this boy who had entered with a record of aggression toward his peers had undergone a change in attitude. We feel that changes of this nature are the result of instructor expectations and an approach that insures and recognizes success.

In only 38 hours of class work he progressed to the point of completing a cotton shirt which he had designed and finished with decorative stitching and bound button hole pockets.

Perhaps the trust shown in him by the instructor and the relaxed climate of the room were instrumental in helping him build-up his self-image.

During the time he was in this area there were no incidents of theft. There were no feelings of mistrust on the part of the instructor.

It is worthy to note at this point the size of the group (six students enrolled) enabled the instructor to give each the personal attention they

needed. Success can be achieved through short-term projects that are completed in a non-competitive climate. The demands made on students are not too great and positive re-enforcement in the form of deserved praise helps to build self-concept. Evaluation of a project or operation is made by both student and teacher in a manner designed to increase his self-esteem.

The subject of this case study responded positively to these techniques.

A polaroid camera was used to produce a step-by-step picture story of his progress. This was then mounted on the bulletin board. It was the first time his name had appeared in large letters above a display.

At this point outside influences and difficulty with the law terminated his work at WOC, but his record of being absent only 13 of 71 days and his apparent positive changes in attitude helped to shorten his stay in the correctional institution.

Upon his return to WOC he lacked money for his sewing project so he did odd jobs such as shortening trousers and mending for the dry cleaning department.

When there was money available he designed and constructed a linen suit. Because no pattern could be found he learned to draft his own patterns for the bell sleeves and bell-bottom trousers.

He left WOC but recently came in to explain his lack of attendance. He is now employed full-time in a hoisery and garment factory. He earns $2.20 per hour working days but at the end of this month will be allowed to go on the night shift. In addition to more pay he plans to return to WOC in the afternoons.

He feels the skills he learned here helped him get and keep his job. At the present time he is saving money and has not lost sight of his long range goal, that of becoming designer of men's clothes.